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ABSTRACT

A program was developed to train community school administrators in the Garfield School District (Panguitch, Utah) in the skills, techniques, and understandings essential for implementing and evaluating a successful multiple-option instructional program for adult basic and adult high school students. The need for the program was determined because it was felt that the existing formula for disbursing adult basic and high school completion funds in Utah and other states (based on class membership and attendance) was burdensome to rural school districts and inappropriate to the needs and preferences of the adult learner. During the project, four community school administrators and support staff were trained in the skills needed to develop a multiple-option instructional program, and the program was then developed and implemented. Learning options available for adult students included traditional classes, home study, competency testing, on-the-job training, computer-assisted instruction, audio-tutorial plans, televised instruction, performance-based instruction, and one-to-one tutoring. The program was found to be successful in that some adults benefited by each approach, and all the approaches were at least as effective as traditional classroom instruction. The program was also cost efficient and, although time-consuming to administer, possible to administer on the local level. Based on the results of the study, it was recommended that Utah change its methods of disbursing funds for adult basic and high school education. (KC)

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ED244072

MULTIPLE OPTION INSTRUCTIONAL PROGRAM

FOR ADULT HIGH SCHOOL COMPLETERS

written by
Joseph M. Rickards
Coordinator of Adult and Community Ed.

Henry E. Jolley
District Superintendent

GARFIELD COUNTY SCHOOL DISTRICT

September 1983

Funded under the Adult Education Act,
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September 1983

GARFIELD COUNTY SCHOOL DISTRICT

MULTIPLE OPTION INSTRUCTIONAL PROGRAM

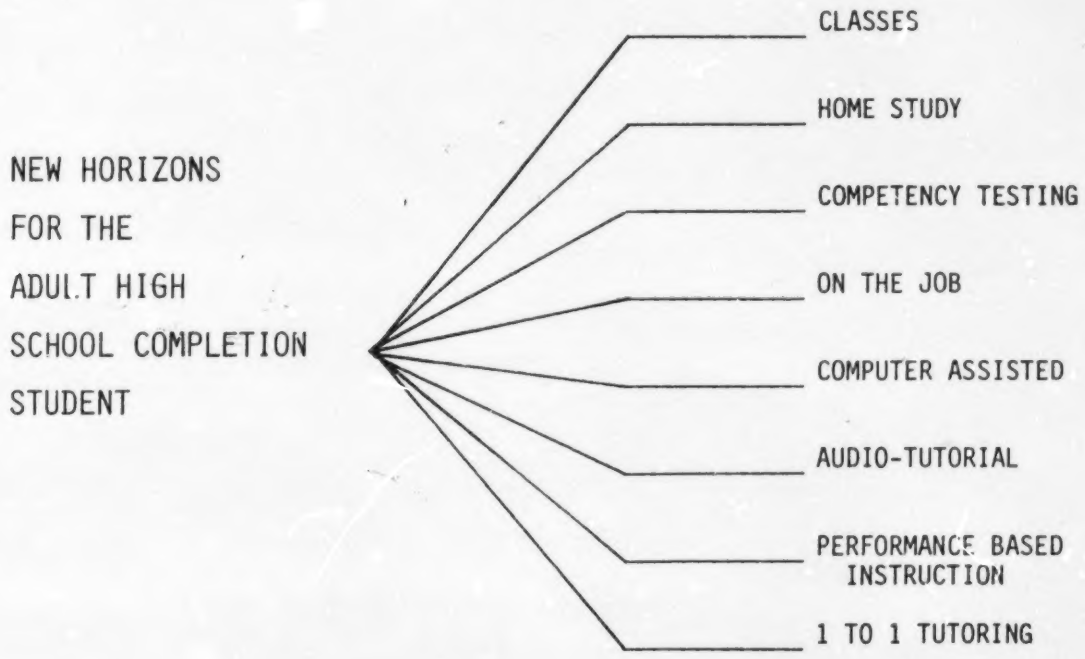

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TABLE OF CONTENTS

Page No.

Program Abstract 1

Introduction

Setting For the Project 2

Rationale For the Project 2

Goals and Objectives. 3

Plan. 3

Program Development/What Was Accomplished. 7

Statistical Data 10

Financial Impact 11

Conclusions and Recommendations. 14

Appendix A 15

Appendix B 16

Appendix C 19

Appendix D 21

Appendix E 22

ABSTRACT:

Title: Multiple Optional Staff Development and Instructional Program for Rural Adult Basic and Adult High School Students

Need:

The present formula for disbursing adult basic and high school completion funds in Utah and other states (based on membership and class attendance) is burdensome to rural school districts and inappropriate to the needs and preferences of the adult learner. There is a need to develop instructional programs for adults geared to their needs rather than the needs of the institution.

PURPOSE:

The purposes of this project are to develop a training program to train community school administrators in the skills, techniques and understandings essential for implementing and evaluating a successful multiple option instructional program for adult basic and adult high school students.

OBJECTIVES:

1. Develop and design a training program for community school administrators that will have immediate practical application in meeting the needs of adult basic education and adult high school students in a rural setting.

2. Train four community school administrators and support staff in the skills, understandings and techniques that are essential in developing and implementing an effective multiple option instructional program appropriate to the varied needs, learning styles and adult responsibilities of adult basic education and adult high school students.

3. Develop and implement a multiple option instructional program for adults who lack a high school diploma and/or the basic education skills needed to function in society.

4. Determine the effectiveness of the multiple option instructional program, including staff development, in providing ABE and AHS students in the Garfield County School District with learning options appropriate to their varied needs and circumstances.

5. Provide USOE with a final report which identifies the procedures and content of a staff development program and the processes and criteria for implementing a multiple option instructional program for ABE and AHS students.

PROJECT DIRECTOR:

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Garfield School District
145 East Center Street, Panguitch, Utah 84759
801 676-8821

INTRODUCTION:

Setting for the Project

Garfield County School District is located in a large sparsely populated county in southern Utah. The people make their living primarily through ranching, mining, lumber milling, government service and tourism.

The majority of the county's population is concentrated in the west and central parts of the county in the towns of Panguitch, the county seat, Tropic, Antimony and Escalante. The town of Ticaboo is located at the extreme eastern end of the county and can only be accessed from within the county via dirt road.

The economic/education level of Garfield County is in the lower one-third of all counties in the state. Unemployment during the past year has averaged 13.8% of the working population. Between 5% and 8% of the adults living in the county do not have a high school diploma. For Utah, which ranks number one in the nation in the number of years of school completed by the adult population, this is a comparatively high statistic. These and other facts relative to the county's adult population point out the need for a strong adult education program.

Rationale for Project

The formula for disbursing money to the districts to run adult basic and high school completion programs is based on class membership and attendance. This method works fine for the urban school districts that can easily attract enough people to attend formal classes at a central location to match their resource capabilities. Many rural districts, on the other hand, often cannot attract enough people to take classes to justify the expenditures needed to run the classes.

One way, the focus of this project, rural districts can attract enough people to an adult basic and high school completion program to justify the costs of running these programs, is to vary the nature of the instructional program to meet the needs and preferences of the learner rather than the institution. In conceiving this project, we hypothesized that some people would prefer learning through classes offered at a community school; others would prefer home study; still others would prefer earning high school credit through on-the-job training or other community based learning experiences.

As we began the project, there were certain questions related to funding and quality service to the adult population of the county that we wanted to have answered as a result of this project. These questions are as follows:

1. What other instructional options besides formal classes can we offer ABE/AHS* students that would attract more people into the program?

2. What are the instructional options that hold particular promise in a rural setting?

*ABE/AHS will be used henceforth to refer to adult basic/adult high school completion program/students.

3. Can ABE/AHS students learn effectively outside the formal classroom setting?

4. Will ABE/AHS students progress at a faster rate under a multiple option instructional program than they would under a traditional classroom approach?

5. Will we be able to better meet the needs of the ABE/AHS student through a multiple option instructional program?

6. Is a multiple option instructional program cost effective?

7. Is it administratively feasible at the local and state level to run multiple option instructional programs and still maintain accounting and quality standards upon which the funding is based?

In accomplishing this goal our objectives were as follows:

1. Develop and design a training program for community school administrators that will have immediate practical application in meeting the needs of adult basic education and adult high school students in a rural setting.

2. Train four community school administrators and support staff in the skills, understandings and techniques that are essential in developing and implementing an effective multiple option instructional program appropriate to the varied needs, learning styles and adult responsibilities of adult basic education and adult high school students.

3. Develop and implement a multiple option instructional program for adults who lack a high school diploma and/or the basic education skills needed to function in society.

4. Determine the effectiveness of the multiple option instructional program, including staff development, in providing ABE and AHS students in the Garfield County School District with learning options appropriate to their varied needs and circumstances.

5. Provide USOE with a final report which identifies the procedures and content of a staff development program and the processes and criteria for implementing a multiple option instructional program for ABE and AHS students.

I am happy to report that the major goal and the objectives were accomplished.

The Plan

The plan for achieving the objectives of the project had a two-fold thrust: (1) staff development and (2) program development and implementation.

Concerning the former, monthly all day training sessions were set up for the five staff people assigned to the project. In addition, regular

guided field experience served to augment the formal training. The staff people assigned to the project were:

1. Joe Rickards
   M.Ed. Community Education
   5 years experience Community Ed. Administration
   Served as project director

2. Lucile Proctor
   BS Secondary Education
   1 year experience as community school director
   5 years experience as a teacher

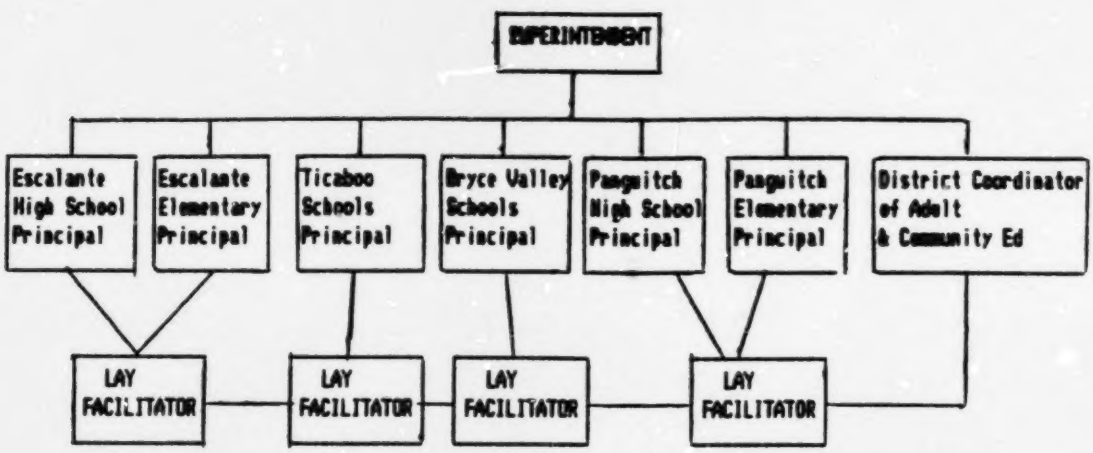
3. Kathy Shakespeare
   2 years college
   1 year experience as community school director

4. Carol Simons
   BA Elementary Education
   1 year experience as a community school director

5. Jeannie Mince
   1 year college
   One-half year experience as a community school director

Mr. Rickards, project director, spent 15% of his time in the project. The community school directors spent 15 hours per week at a salary of $5.00 per hour working in the project.

The district organizational structure set up to run this program and other community education programs and services is illustrated thus:



* Facilitators work under direction of school principals
* Facilitators receive training and technical assistance from district coordinator of Adult and Community Education

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The monthly training sessions included the following topics:

1. Psychology of the adult learner.
2. Identifying the potential adult high school student.
3. Adult learner needs assessment.
4. Developing individual education plans.
5. Other agency and institutional resources.
6. Educational/Instructional delivery options.
7. Effective planning, organization and time management.
8. Human relations.

The following common elements ran through all of the training:

1. Uniqueness in rural setting.
2. How to measure various learned competencies.
3. Development of competencies to institutionalize improved services.
4. Identification of funds to continue services beyond length of project.
5. Identification by project director of specific next steps or follow-up in communities to be carried out by director trainees and others.
6. A core of trainees including those in the initial planning session plus others as invited by the coordinator.

The training sessionswere carried out as planned and the common elements were interwoven throughout the training

Running concurrently with the training was the actual development and implementation of the multiple option instructional program. The specific plan for developing and implementing the multiple option instructional program was as follows:

Step 1: Develop the following options to the point of implementation based on the needs, wants and preferences of the learner:

1. Day and evening classes
2. Audio-tutorials
3. Correspondence courses
4. On-the-job training
5. Instructional television

6. Computer assisted instruction

7. Performance level competency based instruction (life skill competencies)

8. Competency testing

9. One to one, one to small group tutoring

(See appendix A for a brief synopsis of each option)

All options were developed to the point of implementation with individual students and were tried with the exception of on-the-job training and instructional television.

Step 2: Identify all potential ABE/AHS students in the county.

Step 3: Inform potential students of the program, options and possible benefits.

Step 4: Follow-up with each person contacted.

Step 5: Develop an individual education plan for each person who expressed an interest in the program.

Step 6: Assess students background and ability.

Step 7: Line up staff and resources to serve the student.

Step 8: Develop procedures for students, teachers, coordinators to follow with each instructional program.

Step 9: Monitor and document student progress.

Step 10: Document processes and procedures used in developing the program.

In terms of time, it took about six months to do step 1; one month to do step 2; two weeks to do steps 3 and 4; steps 5 through 10 were ongoing. In all, every step was accomplished for all interested students during the 12-month period of the project.

Program Development/What was Accomplished

The process we went through in developing the multiple option instructional program, could best be described as structured and systematic. We began by developing all the forms we would need to keep records, plan programs and convey information. We found these forms to be essential in carrying out the above purposes:

1. IEP forms. Forms to plan individual programs based on learner goals and learning preferences. (See appendix B)

2. Monitoring forms. Forms to monitor student progress and hours spent; the latter for financial accounting to us in determining cost effectiveness. (See appendix B)

3. Schedule of course offerings. Forms to use with students to help them plan their programs. (See appendix C)

4. Forms to order courses/materials from correspondence schools.

These forms proved to be very helpful in planning the program and student evaluation functions of the project.

After we had prepared ourselves to serve this special clientele, we next set about identifying potential students and once having identified them, informing them of the program and encouraging their participation. In trying to identify the students, we considered the following means. (The ones asterisked are the ones we actually used.)

* - Newsletter (See appendix D)

\- Radio announcement

\- Newspaper ads

\- Employment services

* - Census records

* - School records

* - Word of mouth

* Church records

All in all, we identified approximately 85 adults in the county who did not have a high school diploma. Of these 85, we were able to attract 46 into the program. The year prior to the project, 8 people were enrolled in the adult high school completion program. The multiple option approach resulted in a six-fold increase in the numbers participating in the program.

After identifying potential adult high school completion students, we next sent a letter to each person, explaining the program to them and inviting them to contact the community school director for more information. For approximately 35% of the people, this is all it took to get them started. The other 65% who eventually came into the program did so as a result of follow-up telephone calls and one to one counseling sessions. From the experiences we had during the intake phase of the project, we learned some important lessons in working with this clientele, such as:

1. While most have a strong desire to complete their high school and earn a diploma, most have blocks (low self-esteem, lack of self discipline, low in basic skills, etc.,) that have to be dealt with in each student if progress is to be made.

2. They have to see a practical reason for doing it.

3. They want to learn on their terms, not always the terms of the institution. Forty percent (40%) of our students said they would not have gotten involved in the program if all we had to offer were night classes.

Once a student showed interest in our program, a meeting was arranged to develop an individual education plan (IEP). In these meetings, the local community school director assisted by the project director would sit down with the student to plan a program around the student's needs, preferences and goals. Towards the end of the project, the local directors were able to do the IEP's without the assistance of the director. In retrospect, his assistance could have been withdrawn sooner had there been more initial training and an understanding that the project director would observe and be available for questions, while the local directors conducted the interviews.

The IEP process with each student went something like this:

1. Obtain identification information.

2. Find out student goals (short and long term).

3. Explain graduation requirements.

4. Talk to them about how they prefer to learn and what their interests are.

5. Explain course offerings and various options for learning.

6. Test the student to determine reading, language and math levels. (Recommend California Test of Adult Basic Ability - CTAB).

7. Plan total program so the student can see just what lies ahead and how long it is going to take them. Most students, when they could see just what they had to do step by step to get their high school diplomas and that they had some control over what they learned, really became motivated to get started.

8. Plan student's course learning activity schedule for six to nine months in advance.

Eighty-eight percent (88%) of the students in the program rated the assistance they got in planning, counseling and managing their program as being good or excellent.

After the plan was developed, it became the responsibility of the local director to secure the necessary resources, execute the plan and then monitor, assist and link resources where needed. In the opinion of the coordinator, based on the data gathered, 69% of the students made satisfactory to excellent progress under this type of program and management system. The other 31% may have done better sticking with a more traditional classroom approach. No attempt was made to control any of the variables that could have contributed to a lack of progress on the part of these students, so it is hard to say the program was at fault in all cases.

Between 40 and 50 people were in the program during the year with an average of 46 at any given time.

Of the options available:

Options

1. 16 participated in correspondence courses.
2. 3 computer assisted instruction.
3. 24 evening classes.
4. 6 audio-tutorial courses purchased by the district in language arts, math, business, and psychology.
5. 19 one to one or small group tutoring.
6. 6 competency testing: GED, consumer economics, adult performance level study and examination program.

On a scale of 1 to 5, (5 being high) participants rated:

	Those who tried it	All participants
Option 1	4.22	3.97
Option 2	4.00	2.17
Option 3	3.91	3.40
Option 4	3.88	3.18
Option 5	4.33	3.65
Option 6	4.25	3.39

The option not tried that showed considerable interest was credit for on-the-job training. Participants rated this 4.25. Other options not tried, day classes and instructional television, ranked 1.07 and 2.85 respectively.

The data plus the undocumented observations made suggest:

1. All of the options were acceptable to at least some of the students as ways to earn their high school diploma.

2. With the exception of the audio-tutorial programs, the structured self-paced instructional options were rated the highest.

3. The relatively large numbers in the evening class option and the one to one/small group tutoring option, suggest a preference by many for having a teacher present.

Statistical Data

1. 45% of the students were employed; of the 55% unemployed 34% had worked previously.

2. The average grade completed for all participants in the program was 10th grade; which means the average student needed between 6 and 8 credits to graduate from the program.

3. The average number of nights per week participants were tied up in family, church, civic or other responsibilities was 2.8 nights per week. This would suggest that most participants would have a hard time getting their high school diploma if they were limited to the traditional night school approach.

4. Through the traditional night school approach, given the availability of teachers and participants to justify a class, students needing 6 credits to graduate would at best take 2 years to get their diploma. This is assuming they were enrolled in 2 required classes and 1 elective for six 2½ month terms (number of community school terms in two years). The average amount of time for a person to earn 6 credits through the multiple option program is 1 to 1½ years, saving 1 year to 6 months off the time it would normally take to earn a high school diploma needing 6 credits. These figures are based on an expectation one might have for a reasonably motivated student. A highly motivated and capable student could do it in 6 to 9 months, saving anywhere from 1½ to 1¼ years off the traditional lock-step classroom approach.

5. 39 of the 44 students wanted their high school diploma just for the satisfaction of having one. This suggests self-esteem is a major reason people in a rural setting have for seeking a high school diploma.

6. 20 out of 44 thought getting a high school diploma would help them get a job or get a better job. Only 3 saw it as a necessity for job advancement. Economic betterment was the 2nd most frequent reason for wanting a high school diploma.

7. 18 of the 44 indicated they felt uncomfortable having to come back to a school setting to earn their diploma. As adult educators, we ought to take particular note of this. Forty percent (40%) felt uncomfortable learning where we traditionally say they must if they want to earn a high school diploma.

8. Collectively, the 46 participants in the program earned 52.15 credits: 13.7 through home study; 25.5 through evening classes; 13.0 through competency study and testing. An additional 19.5 and 6.0 were awarded for prior work experience and military training, respectively. All in all, 77.65 credits were awarded. The year prior to the project, a total of 8 students participated in the program and earned 10½ credits between them; 18½ from all sources.

9. As the project year drew to a close, the students were asked to evaluate the program. The results are as follows:

Rating Criteria	Rating (% of Responses)		
Counseling/program management	Excellent 14%	Good 69%	Fair 12%
Instructional help	15%	64%	21%
Study materials	14%	70%	16%
Rate of progress	6%	56%	38%
Interest matching	13%	81%	6%
Convenience	25%	69%	6%
Choices for study	13%	78%	3%
Time spent vs. gains made	16%	69%	16%
Overall rating	15%	71%	14%

Rate of progress received the lowest rating. This would be attributed to the fact that some students were frustrated with the independent study programs. They felt they were left too much on their own, thus hampering their progress. In retrospect, we slightly overestimated the ability of some students to function as independent learners. Initially, we thought most could when in actuality, only about one-half could function independently of regular contact with an instructor.

Financial Impact

One of the happy outcomes of this project, and there are many, is the program more than paid for itself. Using the monetary figure $2.53 per clock hour (average amount ABE/AHS students generate in federal monies for one clock hour of attendance) of participation in structured learning experiences, $6,616.00 were generated. It cost $6,228.00 to deliver the instructional programs to the participants, leaving a surplus of $388.00. In 1982-83 Garfield District was allowed to generate up to

$9,400.00 under the present disbursement formula. In 1982-83 the district was able to generate 70% of its allotment. The year previous the district generated through a traditional adult high school completion program $1,244.00 or 13% of the district's allotment. This represents a very significant gain as the following chart will indicate, that when projected for each participant being in the program one year, all of the instructional options except one operate at or above the break even point. The one instructional option that fails to make the break even point would more than do so in the second year. Over $2,000.00 was spent the first year in instructional hardware and software, making the per pupil expenditure high the first year.

MULTIPLE INSTRUCTIONAL OPTION PROGRAM
FINANCIAL ANALYSIS*1

	Instructional Option	Average Total Cost per student *2	Actual amount generated per student (@ 2.53 per clock hour)	Projected amount generated per student (@2.53 per clock hour)*3	Over/under actual	Over/under projected
1.	Audio-Tutorial	$162.00 *4	$ 99.00	$ 99.00	$-63.00	$-63.00
2.	Purchased Correspondence Courses	59.00	49.00	62.00	-10.00	+ 3.00
3.	1 to 1 Tutoring	66.00	77.00	77.00	+11.00	+11.00
4.	Evening Classes	34.00	54.00	54.00	+20.00	+20.00
5.	Computer assisted Instruction	16.00	17.00	17.00	+ 1.00	+ 1.00
6.	Competency testing for credit (Consumer Econ)	21.00	20.00	21.00	- 1.00	-0-
7.	Competency testing for credit (Adult Performance Level Program)	916.00	-0-	1,012.00	-0-	+91.00

*1 The above figures are based on being able to generate money for structured supervised in class and out of class instruction and independent study.

*2 Costs include counseling, instruction and materials.

*3 Projected amount is based on each student being in the program for one year and there being a 75% completion rate of courses currently in process of completion.

*4 Includes a one time material cost of $2,300.00.

Conclusions

1. The multiple option instructional program was a resounding success. Under this approach every criteria for measuring success increased significantly.

2. Answers to developmental questions: (See page 2)

   #1 Several viable instructional options were identified and developed.

   #2 All of the options tried proved to be successful with at least some of the students.

   #3 & 4 Student progress in most cases was equal to or greater under this type of program as compared to a traditional classroom approach.

   #5 By virtue of the number of people attracted to the program in comparison with other years and the progress made by most of the students, we conclude this type of approach does respond better to the needs of the ABE/AHS student.

   #6 Having generated more money than it cost to run the program, we conclude that the program is cost effective.

   #7 It is more difficult and time consuming to administer a multiple option instructional program, but the benefits outweigh the extra effort it takes. It is feasible to effectively administer at the local and state level such a program. (See recommendations)

Recommendations

1. Based on the results of this study, it is recommended that the method for disbursing adult basic and high school completion funds to the districts be modified to allow for other instructional options besides the classroom approach to be utilized in raising the education level of this student population.

2. It is recommended that the state consider the following modifications in the accountability standards:

   A. Define out of class structured supervised learning experiences and set standards for the same so there will be uniformity throughout the state.

   B. Count out of class hours spent in structured supervised learning experiences as part of the ADA/ADM.

   C. In addition to standards which must be adhered to, establish guidelines for districts to follow in developing a multiple option instructional program.

INSTRUCTIONAL OPTIONS UTILIZED UNDER THE MULTIPLE OPTION PROGRAM

Evening classes:	Classes in math, language, business arts, science, art, physical education, homemaking and vocational education were offered to the ABE/AHS student in four different locations in the county. The students were able to use the same books and materials used in the K-12 program. Certified instructors from the K-12 program taught the courses.
Audio-Tutorials:	Self-paced cassette-workbook program with diagnostic, pre and post tests in spelling, vocabulary, basic math, psychology and business report writing. The student learned independently with teacher intervention for the most part only for diagnostic and unit evaluative testing.
Correspondence Courses:	High school courses in a variety of subjects purchased at no cost to the student from the American School, Brigham Young University and the Uintah Area Vocational Center. Students, for the most part, worked, via the mail, with instructors from these schools to complete their courses. The amount generated by the students working in these programs offset the cost of purchasing.
Computer Assisted Instruction:	Using drill, practice and testing software developed by the Washington County School District in consumer economics, students were able to earn ½ credit through passing a computerized competency test in consumer economics.
Performance level Competency based Instruction:	In addition to getting credit for passing the GED exam and a consumer economics test, students were allowed to participate in an adult performance level program. In this program they were required to demonstrate content learning in the life skill content areas of consumer economics, health, community resources and government and law. They were also required to demonstrate functional life skills in these same areas, such as, filling out a 1040A short form tax return. Credit is issued solely on the basis of demonstrated competencies. This is a commercial program called the Adult Performance Level Program and is published by Harcourt, Brace, Jovanovich, Inc., N.Y.
One to One; One to Small Group Tutoring:	A number of students for whom we purchased self-paced independent study materials did not have the ability or inclination to study on their own. They instead preferred to meet with a teacher 2 to 3 hours a week followed by 2 to 3 hours of independent study. They would meet individually or in small groups.

GARFIELD COUNTY SCHOOL DISTRICT

ADULT BASIC EDUCATION/HIGH SCHOOL COMPLETION PROGRAM

Student Registration and Planning Form

Name _____ Date entered program _____ Referred by _____

Address _____ Telephone _____ Home _____ Business Birth Date _____ Employment _____

Credit Evaluation:

Credit earned in District _____ Credits accepted from all other sources _____

CREDIT REQUIREMENTS

Learning Areas	Units Required		Units Completed	Units Needed
	10-12 Option	9-12 Option		
LANGUAGE ARTS	3	4		
SOCIAL SCIENCE	2	2		
MATHEMATICS	1	2		
SCIENCE	1	2		
CONSUMER ECONOMICS	1	1		
ELECTIVES	7	9		

The above subject learning areas represent the minimum requirements in grades 9, 10, 11 and 12 which must be met by each recipient of a diploma earned through the Adult High School Program. Fifteen units (7 required and 8 electives) are prescribed in the above program of studies. (20 units if student elects 9-12 option)

Sources of credit:

1. Transcripts from other schools.
2. Military Service & Travel - a maximum of three (3) units; travel must meet certain criteria.
3. Work Experience - a maximum of four (4) units. Two units of credit is the maximum that may be awarded for one calendar year.
4. Approved Testing Programs - a maximum of five (5) units.
5. Formal Classes - day or evening school.
6. Home Study - district correspondence courses; courses from approved correspondence schools; courses through instructional TV.
7. Adult Performance Level Program.
8. Tutorials - audio, computer teacher.

STUDENT COPY

GARFIELD COUNTY SCHOOL DISTRICT

ADULT BASIC EDUCATION/HIGH SCHOOL COMPLETION PROGRAM

Student Registration and Planning Form

Name _____ Date entered program _____ Referred by _____

Address _____ Telephone Home _____ Business _____ Birth Date _____ Employment _____

Credit Evaluation:

Credit earned in District _____ Credits accepted from all other sources _____

CREDIT REQUIREMENTS

Learning Areas	Units Required		Units Completed	Units Needed
	10-12 Option	9-12 Option		
LANGUAGE ARTS	3	4		
SOCIAL SCIENCE	2	2		
MATHEMATICS	1	2		
SCIENCE	1	2		
CONSUMER ECONOMICS	1	1		
ELECTIVES	7	9		

Class/Program	Credits	Instructional Mode	Actions Needed	F	W	S	Su	Clock Hours

Appendix B

STUDENT GOALS:

DEGREES OR CERTIFICATE DESIRED:

High School Diploma _____ Special Skill Certificate _____ Competencies Certificate _____

Trade of Business Diploma _____ College Degree _____

INDIVIDUAL EDUCATION PLAN (1982/83)

Class/Program	Credits	Instructional Mode	Actions Needed	F	W	S	Su	Clock Hours

ADULT EDUCATION COORDINATOR:

Hours Spent Counseling Student _____ Hours Spent Administering Student Program _____

Credits issued during fiscal year by district from these sources:

Adult Performance Level Program _____ Audio-Tutorials _____

Competency Tests _____ Computer Assisted _____ Correspondence _____

Formal Classes _____ GED _____ Instructional Television _____

Military _____ Non-District Transcripts _____ Travel _____

Tutoring _____ Work Experience _____ Other Tests _____

GARFIELD COUNTY SCHOOL DISTRICT
Adult Basic and Adult High School
Completion Offerings

CLASS	CREDIT	SAMPLE SOURCE	INSTRUCTIONAL MODE	LEVEL	WHERE OFFERED
Arts & Crafts					
Art - Drawing (several	½	American School	Correspondence	High School	All schools
Art	½	Local School	Classroom	High School	BV; Pang.
Calligraphy	¼	Local School	Classroom	High School	BV
Ceramics	¼	Local School	Classroom	High School	BV
Drafting 1, Architectural	½	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Drafting 2, Architectural	½	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Drafting, Basic	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Auto					
Automotive Electrical Systems (12)	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Automotive Engines, Maintenance & Repair	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Automotive Fundamentals 1	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Automotive Fundamentals 2	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Automotive, Know Your Car	½	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Automotive Maintenance and Trouble Shooting	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Automotive Suspensions, Steering, Alignment and Brakes	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Diesel Fundamentals, Service & Repair (8)	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Building					
Blueprint Reading 1, Building Trades	½	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Blueprint Reading 2, Building Trades	½	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Blueprint Reading 3, Building Trades	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Carpentry 1	1	American School	Correspondence	High School	BV; Esc; Pang; Ticaboo
Woodworking	½	Local High Schools	Classroom	High School	BV; Esc; Pang; Ticaboo

GARFIELD COUNTY SCHOOL DISTRICT
Adult Basic and Adult High School
Completion Offerings

CLASS	CREDIT	SAMPLE SOURCE	INSTRUCTIONAL MODE	LEVEL	WHERE OFFERED
Science					
Basic Electricity Pt 1	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Basic Electricity Pt 2	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Chemistry	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Computer Programming	½	Community Ed	Classroom	High School	Bryce Valley
Fundamentals of Physical Science	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Earth Science, Part 1	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Earth Science, Part 2	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
General Photography	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Geomorphology	½	Community Ed	Classroom	High School	BV; Esc; Pang; Ticaboo
Life Science, Part 1	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Life Science, Part 2	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
The Drug Scene	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Physics (non math)	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Social Studies					
American Story Beginnings to 1877	½	KUED 7	TV Study Guide	College	Channel 7 viewing area
Art of Being Human	½	KUED 7	TV Study Guide	College	Channel 7 viewing area
Citizenship	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Economic Problems	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Education & Career Planning - 20	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
How to Climb Your Family Tree	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Survival Today	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
U.S. History, Pt 1	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
U.S. History, Pt 2	½	BYU	Correspondence	High School	BV; Esc; Pang; Ticaboo
Understanding Human Behavior	½	KUED 7	TV Study Guide	College	Channel 7 viewing area
Looking at America	½	Adult Basic	Correspondence	Basic	All schools
Discover America	½	Adult Basic	Correspondence	Basic	All Schools
Psychology	1	District Office	Audio-Tutorial	High School	BV; Esc; Pang

Adults Only

Mailed 4-27

Appendix D

Happenings in Adult Education

Date: VOL. 1 No. 2 May 1983

GED Class Underway

GED (General Education Development) test - recognized as being roughly equivalent to a high school diploma - preparation class has begun at Panguitch High School. The class meets every Thursday night from 7 to 9 p.m. Call Sandra Holman, 676-2268 for more information.

LEARN JOB SKILLS WHILE COMPLETING HIGH SCHOOL DIPLOMA

Through a cooperative program with Uintah Basin Area Vocational Center, Garfield School District can now offer home-study courses in the following:

* Accounting (8 courses)
* Typewriting including word processing (7 courses)
* Shorthand (6 courses)
* Management/Marketing (8 courses)
* Business Communications (7 courses)
* Computer Training (3 courses)
* Office Procedures (6 courses)

We have a program for you to prepare you for the following occupations:

* Secretary (general, medical & legal)
* Bookkeeper - Accountant
* Receptionist
* Checker
* Stenographer
* Word Processor

People trained for office occupations are in high demand.

If you do not have a high school diploma there is no cost to you. ($5.00 cost per course if you do have a high school diploma.)

You can receive college credit for many of the courses. You can receive high school credit for all of the courses.

Call Carol Simons, Escalante 826-4638

Kathy Shakespear, Tropic 679-8719

Lucile Proctor, Panguitch 676-2294

Joe Rickards, Panguitch School District Office 676-8821

For More Information

310 PROJECT
SURVEY

I ORIENTATION AND INSTRUCTIONS:

Since the fall of 1981, Garfield School District has been operating an experimental program to provide adult basic and high school completion students with a variety of choices for earning a high school diploma. At present, the state only recognizes one way to earn high school credit and will only give us funding for: instruction that takes place in a formal class setting under the direct supervision of a teacher.

The main objective of our project is to supply the state with information gained from experience that they can use to convince the State Legislature that there is a better way to fund adult education in a rural setting.

The method for obtaining this information is to meet with each ABE/AHS student who has or is currently participating in the program and have them fill out the questionnaire. You should be with the student while they fill this out to explain and to clarify. In doing so, you must be careful not to bias the student.

For convenience sake, you may want to invite students to come to a central location so you can do several at once.

II. IDENTIFICATION INFORMATION

Name _____Age_____ Ages of children living

at home_____Occupation_____

Previous work experience_____

_____

High school completed prior to entering the program_____

Distance residence is from the high school_____

How many evenings a week are you tied up with church, community family,

work obligations, etc._____

III. MOTIVATION FOR PURSUIING A HIGH SCHOOL DIPLOMA

Why do you want a high school diploma (check all that apply)

1. _____Just for the satisfaction of having one

2. _____To qualify myself for a job in the community I live in

3. _____To qualify myself for a job in case we move out of the community

4. _____So that I can pursue post-secondary training (college, technical school, business school)

5. _____For advancement on my present job

6. _____Part of a lifelong learning program I have set for myself

7. _____To learn specific skills

IV. INSTRUCTIONAL OPTIONS USED AND GENERAL DESIRABILITY

Which of the following options for earning a high school diploma do you prefer. Rank desirability on a scale of 1 to 5, 5 being high, 1 low.

	Instructional option	Desirability (Circle one)	Options used (check x)	Comments/Recommendations
1.	Evening classes	1 2 3 4 5		
2.	Day classes	1 2 3 4 5		
3.	Computer assisted instruction	1 2 3 4 5		
4.	Correspondence courses purchased from BYU/Amer. School	1 2 3 4 5		
5.	Audio-tutorial courses	1 2 3 4 5		
6.	Credit for working	1 2 3 4 5		
7.	Instructional TV	1 2 3 4 5		
8.	Testing for credit (GED, Consumer Econ)	1 2 3 4 5		
9.	Adult performance level (Earn credit through demonstrating functional competencies)	1 2 3 4 5		
10.	1 to 1 tutoring	1 2 3 4 5		

V. ADEQUACY OF PROGRAM

How adequate has the current program been in meeting your needs?

	Excellent	Good (check one)	Fair	Poor
1. Counseling/managing your program				
2. Instructional assistance				
3. Study materials				
4. Rate of progress				
5. Matching my interests				
6. Motivation				
7. Convenience				
8. Choices for study				
9. Letting me learn the way I want to				
10. Time spent/gains made				

I prefer this program to a traditional program where you have to come to school to earn your credits because (check all that apply)

1. I don't want other people to know I don't have a high school diploma_____

2. I feel uncomfortable coming back to school_____

3. The traditional way is too slow for me_____

4. I like the idea of learning what I want to when I want to and the way I want to_____

5. If I had to earn all my credits through evening school, I don't think I would be pursuing a high school diploma at the present time_____

VI. STUDENT INFORMATION

Please answer the following questions about the specific program you have followed:

1. When I entered the program, I had _____ credits toward a high school diploma.

2. I have earned _____ credits through the following programs:

   a. Through home study I have earned _____ credits.

b. Through evening classes, I have earned _____ credits.

c. Through work experience I have earned _____ credits.

d. Through military experience I have earned _____ credits.

e. Through competency testing (GED, Consumer Econ) I have earned _____ credits.

Courses I have taken or am currently taking are:

	Lesson on if not completed	Hrs. spent Personal study	Hrs. spent Being counseled	Hrs. spent being tutored	% of time I need help from a teacher
1._____					
2._____					
3._____					
4._____					
5._____					
6._____					

VII. COMMENTS AND RECOMMENDATIONS

Recommendations I have for improving the program:

Current study plans for obtaining a high school diploma:

The one thing I like best about the program:

The one thing I like least about the program: